American studies of mass communications, analyses certain concepts and research, and how they are influenced by the social and political milieu. Chapter VI (Mass Society and Totalitarianism) gives clues to European-American differences, and also describes some of the turgid psychological opinions held by mass society theorists. Dr. Bramson shows how totalitarianism can be "explained" by supporters either of authoritarian families or of permissive parents. He demonstrates what snares arise when concepts such as "mass man" change their meaning; and he shows how pitfalls develop when authors exercise that "extra-scientific judgement" which it is his aim to dissect in the last chapter.

This final chapter (Subjectivity in Social Research) clarifies what has become a general assumption—that the precision of the laboratory should not be sought in sociology. A social scientist is a man before he is a sociologist, and as a man, he has values and goals which are bound to influence his judgements in social science. In Myrdal's words: "A disinterested social science . . . will never exist. We can make our thinking strictly rational . . . only by facing valuations, not evading them." In Bramson's words: "Value judgements must never be allowed to saturate facts." The closing quotation from Redfield's *The Primitive World and its Transformations*, is the key to the book:

> It is because I am a product of civilization that I value as I do. It is because I am a product of civilization that I have both a range of experience within which to do my understanding-valuing and the scientific disciplines that help me to describe what I value so that others will accept it, or, recognizing it as not near enough the truth, to correct it. And if, in this too I am wrong, those others will correct me also.

The author leaves it there. He does not go on to discuss whether the assumption that there is objective truth may not also be a value judgement of our culture, or whether "those others" may belong to a different civilization.

BARBARA S. BOSANQUET

Banton, Michael (Editor). *Darwinism and the Study of Society: A Centenary Symposium.* London, 1961. Tavistock. Pp. xx + 191. Price 21s.

THE TWELVE CONTRIBUTORS to this symposium have evidently taken great pains to prepare and present their information and opinions. This collection is not of thoughts of the moment, typed out after the respective lectures, but of substantial, carefully gathered and sifted statements by a group who have something solid to present.

In his introduction Dr. Bronowski points out that selection occupied a small fraction of Darwin's attention in comparison with the description of the origin of species. However, several generations of sociologists following Darwin took a narrow view in interpreting society in terms of a supposed competitive mechanism before the descriptive base of their own subject had been properly laid out. Basil Willey outlines Darwin's place in the history of thought in the last hundred years, reminding us that Darwin went up to Cambridge intending to be ordained and that unwittingly he has been a power for good in causing the Church to abandon some of her most untenable articles of faith. Later Darwin regarded the sociological fuss with genuinely innocent surprise.

The account by George Shepperson of Darwin's student days at Edinburgh suggests the origin of some of his slowly fermenting intellectual stimulus (though there is little specific recognition of this later). Professor Hogben shows how the actual facts relating to human ecology and the possible evolution of societies of men were unknown in Darwin's time, so that most of the sociological discussion was speculative. Werner Stark digs up some of the old corpses, e.g., Gumplowicz, Ammon and Lapouge, with their arguments which subserve the interests of any successful (or master) race. Professor Waddington reviews the present factual knowledge of inheritance and the process of evolution, thereby showing that sociologists have not proved whether or not human institutions change by a process of evolution. Maynard Smith illustrates certain formal similarities in structure between theories of history and biological theories. Professor Ginsberg outlines the impact which Darwin's work had on social studies, especially theories of the appearance of speech, writing, tool-making, religion and so forth. The progressive "development" of institutions, laws and morals is traced, but without reference to the question (raised by Bronowski) as to whether

they arise by genetic evolution in a biological sense. Benjamin Farrington discusses the appearance of speech in human evolution. S. A. Barnett describes communication within certain animal societies. Tom Burns discusses the importance of social norms for the survival of social animals including man. Finally Michael Banton sums up the feeling of the symposium that the social and biological disciplines prove their distinctiveness by discussion. Biological analogies are too simple for understanding societies. Change in society is not governed by natural selection, but by contact between men,—contacts such as this symposium provides.

G. A. HORRIDGE

Tizard, J. and Grad, Jacqueline C. *The Mentally Handicapped and Their Families.* Maudsley Monographs 7. London, 1961. Oxford University Press. Pp. x + 146. Price 28s.

TO HAVE AN idiot or imbecile child is an appalling tragedy affecting every aspect of the parents' lives. In many families the burden is understandably felt to be too great and the child is eventually cared for in an institution: in others, the parents continue devotedly to care for the defective child until the end of his or their lives; most families have no choice in the matter in the early years of the child's life.

The situation is common enough and it is therefore surprising that no comprehensive study has been made of the practical problems faced by a family which includes a grossly defective child nor of the circumstances in which the child is moved to an institution.

In an admirable monograph Dr. J. Tizard and Dr. J. C. Grad report on a study of the families of 250 idiot or imbecile children, 150 of which were cared for at home, the remainder in institutions. Their information was obtained by Dr. Grad's interviewing the mother or nearest relative of the defective child and after a general discussion asking 162 questions about the child's health, his temperament and conduct, problems of his management, details of the family household and income, the mother's health, her attitude to placing the child in an institution and her opinion about medical and social services.

The authors are well aware of the difficulties inherent of this type of interview and conclusions are drawn from them with caution. Although many of the questions related to facts, it is implied on p. 14 that when some mothers, first interviewed by Dr. Grad, were later seen by Dr. Tizard he elicited different answers to questions about feelings and opinions. Nevertheless one cannot doubt that the general picture emerging from these interviews is valid.

Much of the monograph is devoted to an analysis of the factors influencing institutional care and it seems clear that problems of the defective rather than of his environment are the most important factors in determining transfer to an institution. Low "social age," poor health, behaviour disorders and general difficulties of management seem to lead to institutional care more than social class, family size, overcrowding at home, mental or physical ill health in the mother, or poverty. But family circumstances improve markedly when a defective child is admitted to an institution.

The amount of analysis devoted to different items of the survey schedule necessarily varies, but not always, in the reviewer's opinion, with the importance or interest of the subject. For instance, the relationship of severe mental defect with maternal age and birth rank have been better analysed by others and the authors add nothing new, whereas questions 103-109 relating to the effects of the defective on the healthy siblings are hardly mentioned in the text.

What does emerge with great clarity are the heavy penalties paid by families who continue to care for the defective child at home and the inadequacy of the social services provided. There are three good reasons for seeking to improve these services; parents should be rewarded rather than penalised for heroic devotion to a hopeless defective—and this book provides heart warming evidence that such devotion exists in the great majority of families; admittedly anecdotal evidence supports Dr. Tizard's previous work showing that the social abilities of a severely defective child are better developed in the atmosphere of home rather than institution; and lastly, to provide adequate social services and financial support for parents who wish to continue to care for their defective child at home would cost us less than providing accommodation in institutions. The authors suggest that a quarter of the